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ABSTRACT

There is a widespread belief that new and more extensive efforts should be made in the public schools to teach values. Public schools are a major institution aiding the integration of diverse groups in U.S. society. Furthermore, there are serious problems in U.S. society that values education should address as shown by the incidences of drug abuse, violence, persistent racism, teenage sexual behavior, and teenage parenthood. Changes in the structure of families and communities also create problems that schools are expected to address. Both the nature and purpose of schools necessitate the teaching of values. The following values are presented in this guide: (1) altruism; (2) courtesy; (3) democracy; (4) honesty; (5) human worth; (6) justice; (7) knowledge; (8) respect; (9) self-discipline; and (10) tolerance. A definition is given for each value along with an operational concept, objectives, and activities for students in various grade levels. These ideas may be incorporated into the regular curriculum. (JB)

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Character and Value Education

Teaching Strategies

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CHARACTER AND VALUE EDUCATION TEACHING STRATEGIES

A Guide Developed by The Kentucky Department of Education's
Character/Values Task Force

The Kentucky Department of Education gratefully acknowledges the participation of the membership of the Character/Values Task Force which developed the concepts contained in this publication.

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FOREWORD

I believe it is essential that schools actively stress the positive values that Americans share. Americans do agree on a core set of values. Without some consensus, the laws supporting democracy could not function. Our laws reflect America's basic values, and Americans obey laws as an active expression of the values they hold. There is growing support nationwide for the schools to take an active role in teaching fundamental values such as honesty, tolerance, respect, and self-discipline.

Democratic government, under law, requires citizens to assume responsibilities in return for rights and privileges, yet there is widespread concern that our young people are not actively committed to the values that support American government and law. The primary source of values has always been the family, church, and community. This should not change. Schools also impart and teach values. Schools should become more involved in identifying and teaching the commonly-accepted values society wishes to convey, infusing them throughout the curriculum K-12, and realizing that all school employees are role models for children.

This curriculum guide has been prepared as a service for local school districts who may incorporate it into their curriculum by the 1990-91 school year with the help of community groups. Local school districts will ultimately determine how values and character education will be taught in the classroom.

As Superintendent of Public Instruction, and as a human being, I support the teaching of values which impart the importance of working for a greater good, a respect for laws which balance individual rights with the common good, and a commitment to the democratic system which protects our individual liberty.

John H. Brock
Superintendent of Public Instruction

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DEFINITIONS

Altruism : Concern for the welfare of others, as opposed to egoism; selflessness

Courtesy : Polite behavior; gracious manner or manners

Democracy : Government of, by and for the people, exercised either directly or through elected representatives; rule by the majority

Honesty : The quality or condition of being honest; integrity; truthfulness; sincerity

Human Worth : The quality within that renders a person deserving of respect

Justice : The principle of moral rightness; equity; the upholding of fair treatment and due reward in accordance to honor, standards, or law

Knowledge : The state or fact of knowing; familiarity; awareness or understanding gained through experience or study

Respect : To show or feel deferential regard for; esteem; willingness to show consideration or appreciation

Self-Discipline : Training and control of one's self and one's conduct, usually for personal improvement and the achievement of goals

Tolerance : The capacity for or practice of recognizing and respecting the opinions, practices, or behavior of others

Reference: The American Dictionary, Second College Edition, Houghton Mifflin

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Philosophy

There is a widespread belief that new and more extensive efforts should be made in values education. Values education is not a newly identified concern, but represents a long-standing commitment on the part of the Kentucky legislature and the Department of Education. Public schools are a major institution aiding the integration of diverse groups in American society. Furthermore, there are serious problems in American society that values education should address as shown by the incidence of drug abuse, violence, persistent racism, and teenage sexual behavior and teenage parenthood. Changes in the structure of families and communities also create problems that schools are expected to address.

What Is Meant by Values Education

Values are basic to personal growth since they are internal guides or standards by which people make decisions and organize their lives both privately and publicly. Values may be derived from self-interest or rooted in altruism, a concern for others. In either case, values reflect and embody what is regarded as true or necessary to social stability and personal satisfaction. Values thus concern the effect of private actions on society and focus the relation between individual and social conduct.

Both the nature and purpose of schools necessitate the teaching of values. The school community, like society at large, will function more effectively when its members acknowledge and act on values such as courtesy, honesty, tolerance, and self-discipline. If the school is to succeed in one of its goals--the development of good citizens--values must be taught.

Values Education Begins at Home

The earliest formation of values is typically in the home. The basic values of love and compassion are usually learned from members of the family. Out of this experience the young begin to develop their concepts of self. The formation of the self is an outgrowth of the search for those values which are held to be most important and enduring.

A wide variety of values can be found in America which is a pluralistic society, composed as it is of people from widely varied cultural, ethnic, racial, national, and religious backgrounds. There is no single set of values that will adequately encompass the concerns of all groups. Within that variety, however, a common core of values can be recognized and emphasized that provides cohesion and solidarity.

Part of the greatness of America as a nation can be attributed to the values articulated in its founding documents--in particular the Constitution and the Declaration of Independence. Those documents guided the Task Force in its efforts to list a common core of values that should influence public life in our nation and our commonwealth.

The Relationship Between Moral and Religious Values

Values may reflect either religious or secular commitments. One need not be religious to hold values that are moral in nature or that are important to social cohesion and longevity. Distinctively religious values are formed in the context of family and faith traditions. These commitments are important in the life of individuals and are to be respected and protected by social institutions, including the public schools.

Religious liberty is assured by the First Amendment. Among other things, it requires that individual belief not be the subject of derision or scorn in public contexts or by public employees. Teachers cannot indoctrinate students in religious values, but may teach the historical and social importance of religion. Teachers and other school personnel need to be familiar with U.S. Supreme Court decisions regarding religion and the public schools. Beyond the requirements of the law teachers should recognize and appreciate the religious values of every student. They should steer a course between ignoring religion and the promotion of religion.

What Is The Place of the Common Core Values in the Curriculum

The common core of values that the Task Force has chosen is not intended to be exhaustive. It represents a consensus among a group of people who have a variety of commitments, perspectives, and responsibilities, both religious and secular in nature. The fact that a group of this size and diversity has agreed upon this list suggests that these values are widely regarded as important in the public life of Kentucky and the nation. We, therefore, recommend that teachers think about how these values are addressed in their classrooms. Approaches are suggested in the list of curricular ideas for dealing with each value. In some instances, it may be desirable for teachers to set aside particular class segments in which to address one or another of these values. The basic intent of this document, however, is to encourage classroom teachers to think about and plan how to help students acquire each of these values. School faculties and staffs should come together to explore ways in which this task can be approached cooperatively. In general, values are not best taught in special classes, isolated from the general life of the school. Rather, the best value learning takes place when the common core of values is a concern of teachers and school officials in all school-related activities.

VALUE: ALTRUISM — Concern for the welfare of others, as opposed to egoism; selflessness

Grade Range: K-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Motivation for good of others rather than one's own gain	The student will be able to: realize the importance of helping others	Have students: 1. help each other with daily tasks 2. help other students learn to master skills such as reading 3. make gifts for persons in nursing homes or day care centers 4. visit and entertain community groups 5. participate in school clean-up days and community anti-litter campaigns 6. work through Power of Positive Students (POPS) Module #4 called "Making a Difference", A & B videocassettes: A-"Risking to Help Others" B-"Working Together 7. review appropriate Girl and Boy Scout materials

VALUE: ALTRUISM — Concern for the welfare of others, as opposed to egoism; selflessness

Grade Range: 6-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Motivation for good of others rather than one's own gain	The student will be able to: realize the importance of helping others	Have students: 1. pair in "buddy" systems wherein an older student helps and tutors a younger student 2. volunteer in hospitals, nursing homes, and day care centers 3. plan, organize, and participate in community clean-up campaigns 4. visit, assist, and entertain nursing home residents 5. consider a course in community service 6. participate as outlined in KET Documentary "One Plus One Mentoring Project" 7. consider community Youth Service Program 8. participate in Key Club and 4-H and use their materials

VALUE: COURTESY — Polite behavior; gracious manner or manners — **Grade Range:** K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Polite and helpful actions for others, demonstrated through politeness, acceptance, helping, sharing, agreeability, cordiality, thoughtfulness, respect	The student will be able to: demonstrate courteous behavior at home, at school, and in the community	Have students: 1. define the word "courtesy" 2. list situations at school when being courteous is important 3. devise a list of positive ways they can demonstrate courtesy in each situation 4. choose two courteous behaviors they will practice for a week, reporting results to class

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VALUE: COURTESY Polite behavior; gracious manner or manners **Grade Range:** 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Polite and helpful actions for others, demonstrated through politeness, acceptance, helping, sharing, agreeability, cordiality, thoughtfulness, and respect	The student will be able to: demonstrate courteous behavior at home, at school, and in the community	Have students: 1. use an abbreviated social-understanding model where they a. share a focus story with class b. role play story and discuss outcomes c. debrief role play where teacher helps pupils recall ideas that have been presented and lists additional responses 2. choose two courtesy behaviors they will individually work on for one week 3. choose one behavior they will work on as a class 4. make daily journal entries about what happened in each courtesy area 5. contribute to a classroom graph to indicate how many students choose each courtesy area and how many persons were affected by this behavior

VALUE: COURTESY Polite behavior; gracious manner or manners **Grade Range:** 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Polite and helpful actions for others, demonstrated through politeness, acceptance, helping, sharing, agreeability, cordiality, thoughtfulness, respect	The student will be able to: demonstrate courteous behavior at home, at school, and in the community	Have students: 1. take part in language exercises to revise ambiguous words, stereotyped connotations, loose generalizations, and words used out of context 2. prepare daily log entry relating to courteous behavior 3. take part in "you owe me two" philosophy where, for each put-down, two compliments are owed 4. compete for special recognitions for courteous behavior

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VALUE: COURTESY Polite behavior; gracious manner or manners **Grade Range:** 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Polite and helpful actions for others, demonstrated through politeness, acceptance, helping, sharing, agreeability, cordiality, thoughtfulness, respect	The student will be able to: demonstrate courteous behavior at home, at school, and in the community	Have students: 1. participate in peer tutoring which is similar to Big brother/sister concept with special activities, for example Christmas parties, assistance with studies, field trips, playground supervision, coaching 2. participate in community service projects such as candy stripers, scout leaders, nursing home volunteers, children's hospital visitors, and assisting the disadvantaged 3. identify current world figures who demonstrate courteous behaviors in their work and study the impact courteous behavior appears to have on the success of their work 4. discuss impact of courteous behavior on job success relating to applications, interviews, salaries earned, promotions, and longevity

VALUE: DEMOCRACY — Government of, by and for the people, exercised either directly or through elected representatives; rule by the majority

Grade Range: K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
A government of laws rather than of people controlled by the will of the majority subject to the rights of individuals and minorities guaranteed by the Constitution and The Bill of Rights	The student will be able to: 1. recognize and demonstrate respect for patriotic symbols 2. recognize the need for family and classroom responsibilities 3. make choices by the democratic process 4. recognize the need for establishing and following classroom and school rules	Have students: 1. design a flag to represent classroom 2. begin each morning with the Pledge of Allegiance 3. observe a flag raising and lowering ceremony 4. develop classroom rules and consequences 5. share family rules 6. choose from a variety of learning activities 7. practice appropriate behavior when the National Anthem is being performed

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VALUE: DEMOCRACY — Government of, by and for the people, exercised either directly or through elected representatives; rule by the majority

Grade Range: 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
A government of laws rather than of people controlled by the will of the majority subject to the rights of individuals and minorities guaranteed by the Constitution and The Bill of Rights	The student will be able to: 1. accept the purpose of patriotic symbols in our society 2. accept family, classroom, and school responsibilities 3. make choices by the democratic process 4. develop a respect for and appreciation of our system of government and understand that each citizen must participate in our government in order to preserve it	Have students: 1. participate in a flag raising and lowering ceremony 2. write a story about patriotic symbols such as a conversation between the two men on the Kentucky flag or the inspiration for the composition of the National Anthem 3. learn the words to the National Anthem 4. participate in a school patriotism week with contests for door displays, hall decorations, and essays 5. role-play scenarios in which a school rule has been broken 6. elect class officers 7. develop classroom rules and consequences 8. conduct a mock state and/or national election 9. choose from a variety of learning activities such as an open-ended story concerning group choices based on the needs of specific individuals within the group, for example, whether to walk or take a bus for a field trip when one handicapped child would find walking difficult

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VALUE: DEMOCRACY — Government of, by and for the people, exercised either directly or through elected representatives; rule by the majority

Grade Range: 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
A government of laws rather than of people controlled by the will of the majority subject to the rights of individuals and minorities guaranteed by the Constitution and The Bill of Rights	The student will be able to: 1. understand that patriotism requires love of, commitment to, respect for the country and its principles and the symbols which represent it 2. understand that citizenship requires being informed; participating in public debate, dissent, and dialogue; serving in office; being involved in civic activities; and exercising one's right to vote 3. understand that freedom is a cornerstone of our form of government which allows each person to live, move, act, and participate politically and socially with optimum privileges and immunities 4. develop a respect for and appreciation of our system of government and understanding that each citizen must participate in our government in order to preserve it	Have students: 1. search for examples of symbols being used to demonstrate love of, commitment to, and respect for our country such as flag on the moon or Iwo Jima flag-raising 2. search for examples of local, state, and/or national women and men who have furthered the concept of democracy through patriotic behavior and discuss in class 3. write a short story expressing what might have been the inspiration for the above examples 4. write an essay about the personal meaning of patriotism and make lists of opportunities for patriotism 5. participate in a community service project 6. help develop the student discipline code 7. choose from a variety of learning activities presented by the teacher 8. make a poster depicting a concept of good citizenship

VALUE: DEMOCRACY — Government of, by and for the people, exercised either directly or through elected representatives; rule by the majority

Grade Range: 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
A government of laws rather than of people controlled by the will of the majority subject to the rights of individuals and minorities guaranteed by the Constitution and The Bill of RIghts	The student will be able to: 1. understand that patriotism requires love of, commitment to, respect for the country and its principles and the symbols which represent it 2. understand that citizenship requires being informed; participating in public debate, dissent, and dialogue; serving in office; being involved in civic activities; and exercising one's right to vote 3. understand that freedom is a cornerstone of our form of government which allows each person to live, move, act, and participate politically and socially with optimum privileges and immunities 4. develop a respect for and appreciation of our system of government and understand that each citizen must participate in our government in order to preserve it	Have students: 1. debate issues related to patriotism such as flag-burning 2. participate in projects wherein they observe or shadow public governmental officials 3. participate in a community service project 4. initiate a mock state and/or national election 5. participate in student council 6. attend such governmental meetings as city council, school board, or fiscal court 7. conduct an activity where they campaign for city or county government offices and shadow the "actual" official for a day 8. choose from a variety of learning activities presented by the teacher 9. search for examples of local, state, and/or national women and men who have furthered the concept of democracy through patriotic behavior 10. discuss the role of the private enterprise system as reflected in a democratic society

VALUE: HONESTY — The quality or condition of being honest; integrity; truthfulness; sincerity

Grade Range: K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Basic to personal integrity and eases cooperation with others	The student will be able to: 1. distinguish between reality and make believe 2. begin to recognize consequences of actions 3. begin to distinguish between right and wrong	Have students: 1. role play "acting out" honesty/truth telling 2. read books/stories which can be used in discussion of consequences, for example, cause and effect games 3. participate in activities which positively reward and model honesty, for example, recognize and praise students' correct behavior or "I Was Caught Being Honest" buttons

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VALUE: HONESTY — The quality or condition of being honest; integrity; truthfulness; sincerity

Grade Range: 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Basic to personal integrity and eases cooperation with others	The student will be able to: 1. distinguish between honesty and dishonesty 2. begin to recognize outcomes for both honesty and dishonesty 3. recognize difference between right and wrong even if no reward exists	Have students: 1. write journal entries such as "A Time When I Was Honest..." 2. examine self and family personal values 3. read Aesop's Fables 4. read and discuss Abraham Lincoln's life in Kentucky history study

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VALUE: **HONESTY** The quality or condition of being honest; integrity; truthfulness; sincerity

Grade Range: 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Basic to personal integrity and eases cooperation with others	The student will be able to: 1. recognize consequences of behavior 2. demonstrate examples of the need for honesty in school, in the work place, and in everyday life 3. list steps in decision making and apply these steps	Have students: 1. participate in simulation activities such as describing an episode of shoplifting and the consequences faced for this action 2. discuss the ramifications of the "win at all cost" philosophy 3. participate in development and use of scientific approach and logical thinking 4. discuss the influence of honesty and values in appropriate books and stories such as Jesse Stuart's "A Penny's Worth of Character" or those dealing with the life of Lincoln

VALUE: HONESTY — The quality or condition of being honest; integrity; truthfulness; sincerity

Grade Range: 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Basic to personal integrity and eases cooperation with others	Students will be able to: 1. apply and internalize honesty in action and deed 2. recognize clearly consequences of truth and deceit 3. state beliefs and not vary beliefs based upon audience 4. realize the seriousness of dishonesty	Have students: 1. complete survey asking responses to honesty situations and compile 2. discuss plagiarism and copyright laws as they relate to videos or software 3. discuss honesty in the political arena such as Watergate 4. discuss life threatening consequences of dishonesty such as bribing FDA to approve medicine without testing

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VALUE: HUMAN WORTH — The quality within that renders a person deserving of respect

Grade Range: K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Acknowledge that everyone is important and treat people as you would like to be treated	The student will be able to: 1. demonstrate an understanding that every classmate is important 2. treat others as they wish to be treated 3. understand why people in various community roles are important	Have students: 1. select a daily "VIP" person 2. construct positive image posters where they attach a picture of student and allow students to write comments about the student 3. make a "Super Hero" paper cape for each student and write nice things about the student on the cape 4. discuss how they wish to be treated by others beginning statements with "What if..." 5. invite resource people into the classroom to discuss what they do in the community 6. draw a picture of a person who works in the community such as fireperson, police officer, or repair person which shows what they do

VALUE: HUMAN WORTH — The quality within that renders a person deserving of respect

Grade Range: 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Treat people as you would like to be treated, accept that they are different, and respect their uniqueness	The student will be able to: 1. treat each person as he/she expects to be treated 2. understand how people are different and respect their uniqueness	Have students: 1. discuss how they would like to be treated by others 2. participate in cooperative learning with group projects and/or scenarios to role-play 3. read biographies on famous people who embody values pertaining to human worth and dignity

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VALUE: HUMAN WORTH — The quality within that renders a person deserving of respect

Grade Range: 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Treat people as you would like to be treated, accept that they are different, and acknowledge these differences without bias	The student will be able to: 1. treat each person as he/she would like to be treated 2. understand how people are different and accept differences without bias	Have students: 1. participate in cooperative learning with group projects and/or scenarios to role-play 2. read books about people that embody values pertaining to human worth 3. interview people who have experienced bias, prejudice, or discrimination

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VALUE: HUMAN WORTH — The quality within that renders a person deserving of respect

Grade Range: 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Treat others with humanity without downgrading or hurting, acknowledge that people are different, and accept differences without bias	The student will be able to: 1. treat others with humanity without downgrading or hurting them 2. understand how people are different and accept those differences without bias	Have students: 1. read books about people that embody the value of human worth 2. do book reports 3. role play a section of the book read 4. view films that depict the topic 5. interview people who have experienced bias, prejudice, or discrimination

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VALUE: JUSTICE — The principle of moral rightness; equity; the upholding of fair treatment and due reward in accordance to honor, standards, or law

Grade Range: K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Respect for and abiding by an established judicial system enhanced by a sense of fairness instilled through the educational process	The student will be able to: recognize and demonstrate fairness	Have students: 1. participate in games in which they must demonstrate fair play and take turns 2. participate in an unorganized game which has no rules 3. discuss the importance of classroom fairness

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VALUE: JUSTICE — The principle of moral rightness; equity, the upholding of fair treatment and due reward in accordance to honor, standards, or law

Grade Range: 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Respect for and abiding by an established judicial system enhanced by a sense of fairness instilled through the educational process	The student will be able to: 1. recognize and demonstrate fairness 2. recognize just/unjust situations 3. become aware of due process	Have students: 1. develop justice dilemma scenarios to analyze and evaluate 2. use a simulated activity illustrating due process 3. conduct a mock trial 4. participate in games in which they must take turns 5. discuss classroom fairness

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VALUE: JUSTICE — The principle of moral rightness; equity; the upholding of fair treatment and due reward in accordance to honor, standards, or law

Grade Range: 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Respect for and abiding by an established judicial system enhanced by a sense of fairness instilled through the educational process	The student will be able to: 1. recognize and demonstrate fairness 2. understand the role and process of the judicial system in our society	Have students: 1. develop justice/dilemma scenarios to analyze and evaluate/debate 2. conduct a mock trial 3. discuss classroom fairness 4. write about situations involving a just/unjust action expressing their personal feelings 5. interview county/state judicial officials

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VALUE: JUSTICE — The principle of moral rightness; equity; the upholding of fair treatment and due reward in accordance to honor, standards, or law

Grade Range: 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Respect for and abiding by an established judicial system enhanced by a sense of fairness instilled through the educational process	The student will be able to: 1. recognize and demonstrate fairness 2. understand the role of and apply the process of the judicial system in our society	Have students: 1. conduct a mock trial by using resources from the Administrative Office of the Court forms 491 and 491.1 2. debate current events in regard to justice 3. bring in representatives from judicial system to speak to students 4. shadow members of the judicial system 5. discuss the role of just/unjust behavior in plays such as Raisin in the Sun, The Crucible, Inherit the Wind, and Twelve Angry Men 6. discuss the role of justice/injustice in stories and/or novels such as Anna Karenina, Great Expectations, To Kill A Mockingbird, Moby Dick, Huckleberry Finn, and Grapes of Wrath

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VALUE: KNOWLEDGE — The state or fact of knowing; familiarity; awareness or understanding gained through experience or study

Grade Range: K-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Life-long learning which contributes to life quality and career success	The student will be able to: 1. realize the importance of life-long learning 2. understand that success in a career is dependent upon the acquiring of knowledge 3. understand that the quality of life is dependent upon the acquiring of knowledge	Have students: 1. show younger students how the knowledge they obtained in a lower grade helped them to be able to do the things they are now capable of doing 2. listen to adults with various occupations describe the knowledge and skills they use in their jobs, tell how they acquired the knowledge, and emphasize that they are always learning in order to continue to do their jobs 3. interview people in the community and give a report about the skills and knowledge that person has gained and how that person uses them 4. form teams and compete in a "Jeopardy" format using material learned in class with rewards to the winners 5. receive vouchers or play money for rewarding work which students can use to purchase school supplies or items donated by businesses

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VALUE: KNOWLEDGE (contd.) **Grade Range:** K-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
		(continued) 6. consider matters which may not be addressed in regular courses but are necessary for cultural literacy such as religion, literature, fine arts, and politics 7. attend performances where they can interact with performers who will discuss the performance with the class. 8. interview local politicians who emphasize the importance of political involvement 9. use library with its role stressed in life-long learning 10. attend presentation where local academic team members share the importance of knowledge 11. listen to teachers and other retirees discuss their former careers and how they have adapted to retirement and new projects or activities

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VALUE: RESPECT — To show or feel deferential regard for; esteem; willingness to show consideration or appreciation

Grade Range: K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Feeling or showing honor, esteem, and consideration for self, others, and one's natural environment (Behaviors will be demonstrated through sharing, cooperating, praising, admiring, honesty, acceptance, attentiveness, privacy, reverence, courage, politeness, thoughtfulness, helping, listening, courtesy, loyalty, compassion, conservation, and moderation.)	Respect for Self: The student will be able to: 1. show pride in self by developing and maintaining suitable, appropriate appearance 2. express personal reactions and feelings 3. demonstrate acceptance of self-worth and acknowledge his/her strengths and limitations 4. demonstrate high expectations for personal achievement 5. make responsible decisions and be accountable for the outcomes and consequences 6. establish acceptable level of personal assertiveness 7. respond appropriately to peer pressure	Have students: 1. paint or draw self portraits 2. participate in ego-builders such as leader for the day, new brother or sister award, loose tooth award 3. compete for "I Was Caught Being Good" stickers presented at random by principal or counselor for good behavior 4. choose appropriate clothing from a dress-up corner for a given situation 5. discuss/role play importance of showing respect for self/job through appearance and conduct 6. do flannel board stories demonstrating appropriate versus inappropriate choices 7. meet significant adult role models such as community celebrities, police officers, doctors, or sports figures to encourage modeling their behavior 8. make a collage with pictures from newspapers/magazines that demonstrate what each child considers his strengths

VALUE: RESPECT (contd.) **Grade Range:** K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
	Respect for Others The student will be able to: 1. demonstrate understanding and caring 2. demonstrate sympathy and empathy 3. demonstrate patience/tolerance when working with others 4. demonstrate regard for others' property and privacy 5. establish and maintain friendships 6. demonstrate consistency and reliability 7. cooperate by understanding, sharing, and negotiating	Have students: 1. engage in a cooking activity designed so everyone in the group has a responsibility if satisfactory outcome is to be reached 2. bring an apple so that applesauce can be made and shared by everyone 3. color in a section on graph in child's folder when expected work is finished with special areas being colored in for work beyond normal expectations 4. play a simple game without rules; stop and evaluate need for rules; play again, with rules; discuss which outcome is needed/desired

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VALUE: RESPECT (contd.) **Grade Range:** K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
	Respect for Natural Environment The student will be able to: 1. demonstrate acceptance of rules and laws at home, school, community, and nation 2. develop behaviors that reflect allegiance and loyalty to country 3. develop positive behaviors for respecting/preserving life and natural habitat 4. demonstrate appreciation of the interdependence of the total environment	Have students: 1. set up a natural environment in classroom to care for living things 2. invite a Boy Scout or member of fire department to discuss the need to preserve and respect the natural environment and to develop a high regard for others' property and privacy 3. learn the Pledge of Allegiance, taking turns being "leader" which includes discussing respect for others' beliefs if a child declines to participate 4. encourage responsible decision making and an understanding of consequences through "story situations" around themes of identification of substances in the home that persons can use and abuse, bus safety, and playground behavior 5. develop class rules that establish behavior expectations and resulting positive and negative consequences

VALUE: RESPECT — To show or feel deferential regard for; esteem; willingness to show consideration or appreciation

Grade Range: 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Feeling or showing honor, esteem, and consideration for self, others, and one's natural environment. (Behaviors will be demonstrated through sharing, cooperating, praising, admiring, honesty, acceptance, attentiveness, privacy, reverence, courage, politeness, thoughtfulness, helping, listening, courtesy, loyalty, compassion, conservation, and moderation.)	Respect for Self: The student will be able to: 1. show pride in self by developing and maintaining suitable, appropriate appearance 2. express personal reactions and feelings 3. demonstrate self-worth and acknowledge his/her strengths and limitations 4. demonstrate high expectations for personal achievement 5. make responsible decisions and be accountable for the outcomes and consequences 6. establish acceptable level of personal assertiveness 7. respond appropriately to peer pressure	Have students: 1. offer a positive adjective to describe self that begins with the beginning letter of his name, for examples, Jolly Jason, Splendid Shawn, Daring Daniel 2. prepare an autobiography describing various facets of his life including strengths and weaknesses 3. receive ego builders each day 4. participate in activities structured so even the lowest achiever in class receives occasional A's to breed success 5. learn first aid techniques and participate in simulation activities that would prepare students to help others in situations of need 6. choose writing exercises, open-ended stories, what if situations in a learning center setting

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VALUE: RESPECT (contd.) **Grade Range:** 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
	Respect for Others The student will be able to: 1. demonstrate understanding and caring 2. demonstrate sympathy and empathy 3. demonstrate patience and tolerance when working with others 4. demonstrate regard for others' property and privacy 5. establish and maintain friendships 6. demonstrate consistency and reliability 7. cooperate by understanding, sharing, and negotiating	Have students: 1. view audio-visual resources to stimulate problem solving discussions about need for respect for self, others, and natural environment 2. identify likenesses and differences within the group with emphasis on the contributions each individual can make 3. discuss separation of feelings about people and their behavior for example, "I like you, but I don't like what you're doing." 4. describe positive qualities of self and others 5. study action photographs and write a short paragraph describing the relationship between persons and changes that would create better outcomes 6. engage in personal goal setting to establish New Year's resolutions using questions "What would you like to change?" and "How would you go about it?"

VALUE: RESPECT (contd.) **Grade Range:** 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
	Respect for Natural Environment The student will be able to: 1. demonstrate acceptance of rules and laws at home, school, community and nation 2. develop behaviors that reflect allegiance and loyalty to country 3. develop positive behaviors for respecting/preserving life and natural habitat 4. demonstrate an appreciation for the interdependence of the total environment	Have students: 1. collect newspaper/magazine articles that demonstrate what pollution is doing to alter the natural environment 2. prepare a bulletin board collage and develop a list of strategies for improving the level of respect for environment 3. learn how to state a resolve rather than give an excuse when peer pressure exists, for example, "I don't do drugs." "I don't stay out after 9:00 p.m." 4. identify healthy and unhealthy ways of expressing feelings through class discussion and role-playing 5. use group activities that utilize sharing and group participation, for example, building a human pyramid 6. complete a sociogram two or three times a year and analyze the results to alter class environment to help children develop acceptance, patience, and tolerance of others 7. develop a Friendship Wheel that describes what characteristics are desired in a friend and discuss in class so that children can understand what others expect in a friend

VALUE: RESPECT To show or feel deferential regard for; esteem; willingness to show consideration or appreciation

Grade Range: 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Feeling or showing honor, esteem, and consideration for self, others, and one's natural environment. (behaviors will be demonstrated through sharing, cooperating, praising, admiring, honesty, acceptance, attentiveness, privacy, reverence, courage, politeness, thoughtfulness, helping, listening, courtesy, loyalty, compassion, conservation, and moderation.)	Respect for Self The student will be able to: 1. show pride in self by developing and maintaining suitable, appropriate appearance 2. express personal reactions and feelings 3. demonstrate self-worth and acknowledge his/her strengths and limitations 4. demonstrate high expectations for personal achievement 5. make responsible decisions and be accountable for the outcomes and consequences 6. establish acceptable level of personal assertiveness 7. respond appropriately to peer pressure	Have students: 1. picture themselves 10 years from now, out of high school considering the questions "Did you graduate? Are you in school or training program? Are you working? What is your salary? Are you married? Are you happy? Do you have friends?" which require analysis of strengths and weaknesses 2. focus on cleanliness and importance of appearance 3. engage in interviews with successful persons in community asking them about their perceptions about the importance of appropriate appearance in the job market 4. make a list of social situations common to this age group where they discuss appropriate appearance, behavior, customs, and consequences of making poor choices in these areas 5. work in small groups to resolve situations where personal assertiveness is important

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VALUE: RESPECT (contd.) **Grade Range:** 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
	Respect for Others The student will be able to: 1. demonstrate understanding and caring 2. demonstrate sympathy and empathy 3. demonstrate patience and tolerance when working with others 4. demonstrate regard for others' property and privacy 5. establish and maintain friendships 6. demonstrate consistency and reliability 7. cooperate by understanding, sharing, and negotiating	Have students: 1. state the meaning of respect in a home, in school, and in a community 2. identify examples of respect and lack of respect for others in social studies textbooks and other materials 3. role play situations in which failure to show respect for others is turned into a positive example of how to respect others 4. make a plan that shows specific things they can do at home and in school to show respect for others and then carry out the plan and keep a record of what was accomplished 5. keep a daily record of things they did to show respect for others at home, in class, in school activities, and in other situations 6. identify and clarify a controversial community or school situation; gather related information; separate facts from opinions; and propose a solution in terms of consequences

VALUE: RESPECT (contd.) **Grade Range:** 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
	Respect for Natural Environment The student will be able to: 1. demonstrate acceptance of rules, laws, and mores at home, school, community and nation 2. develop behaviors that reflect allegiance and loyalty to country 3. develop positive behaviors for respecting/preserving life and natural habitat 4. demonstrate appreciation for the interdependence of the total environment	Have students: 1. extend their understanding and appreciation of respect for others by reading and sharing readings 2. brainstorm situations in which respect for others is important, including encounters at home, in school, and in the community 3. share personal experiences where respect for others or the student was or was not shown and discuss the experience by asking such questions as: -How did the person(s) feel when respect was shown? When it was not shown? -How did you feel when others showed respect for you? When they did not? -How does showing respect help improve both individual and group work? 4. use one or more of the following clarification techniques: -Magic Box where students think of (a) what they would like to have in a magic box containing ways others can show respect for me and (b) what others would like to find in a magic box that contains ways I can show respect for them

VALUE: RESPECT (contd.) **Grade Range:** 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
		-Dialogue With Self where students list what their "inner voice" tells them about showing respect and not showing respect for someone (Groups of two or three students may share thoughts with emphasis on positive suggestions that will help each one.) -Agree/Disagree where students complete statements about what they should do, actually do, and how they can improve: -I should show respect for members of every minority group. Strongly Agree/Agree/Undecided/ Disagree/Strongly Disagree -I actually do show respect for members of minority groups. Always/Usually/Sometimes/Rarely/ Never -I can improve by _____ _____ 5. discuss applications of value concept after they have engaged in the following clarification activities:

VALUE: RESPECT (contd.) **Grade Range:** 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
		Alternative Search--where they brainstorm situations where they can show respect for others and rate each alternative as follows: A. I can and will do it. B. I will try even though it is difficult. C. I cannot do it but will try to find a way to do it. Consequences Search--where they brainstorm two lists: A. Benefits of showing respect for others B. Costs of not showing respect for others Each group may share its lists with the class and join in a discussion of ways to maximize the benefits and minimize the costs. Removing Barriers to Action by (a) having students list all difficulties they have in showing respect to a particular person or members of a group and (b) listing steps they can take to overcome the difficulties

VALUE: RESPECT — To show or feel deferential regard for; esteem; willingness to show consideration or appreciation

Grade Range: 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Feeling or showing honor, esteem, and consideration for self, others, and one's natural environment (Behaviors will be demonstrated through sharing, cooperating, praising, admiring, honesty, acceptance, attentiveness, privacy, reverence, courage, politeness, thoughtfulness, helping, listening, courtesy, loyalty, compassion, conservation, and moderation.)	Respect for Self The student will be able to: 1. show pride in self by developing and maintaining suitable, appropriate appearance 2. express personal reactions and feelings 3. demonstrate acceptance of self-worth and acknowledge his/her strengths and limitations 4. demonstrate high expectations for personal achievement 5. make responsible decisions and be accountable for the outcomes and consequences 6. establish acceptable level of personal assertiveness 7. respond appropriately to peer pressure	Have students: 1. suggest change of appearance for different social/academic settings, for example, wearing of coat/tie or dress for test taking days or for a "special Friday" occasion 2. correlate career and job success with appropriate personal appearance 3. review commonly used tests given as a prerequisite to an occupation, for example, aptitude tests or questions from Civil Service Examinations 4. relate respect of self to career planning/ goals where they complete a values survey and examine occupational clusters 5. engage in peer tutoring 6. take part in big brother/sister concept with special activities such as Christmas parties, assistance with studies, field trips, playground supervision, and coaching 7. engage in community service projects like candy stripers, scout leaders, nursing home volunteers, children's hospital visitors, and assisting the disadvantaged

VALUE: RESPECT (contd.) **Grade Range:** 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
88	Respect for Others The student will be able to: 1. demonstrate understanding and caring 2. demonstrate sympathy and empathy 3. demonstrate patience and tolerance when working withothers 4. demonstrate regardfor others' property and privacy 5. establish and maintain friendships 6. demonstrate consistency and reliability 7. cooperate by undertanding, sharing, and negotiating	Have students: 1. engage in interview process to learn about self and others 2. picture a very happy day in their past where they analyze why it was happy or successful and share and discuss experiences 3. study of Bill of Rights as it pertains to equality and rights of individuals 89

VALUE: RESPECT (contd.) **Grade Range:** 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
	Respect for Natural Environment The student will be able to: 1. demonstrate acceptance of rules and laws at home, school, community, and nation 2. develop behaviors that reflect allegiance and loyalty to country 3. develop positive behaviors for respecting/preserving life and natural habitat 4. demonstrate appreciation for the interdependence of the total environment	Have students: 1. identify current world figures who demonstrate respectful behavior in their work and study the impact respectfulness has on the success of their work 2. discuss responsibilities associated with driving a motor vehicle that imply respect for other people and property and invite a guest law enforcement officer to speak 3. ponder consequences of showing disrespect while operating a motor vehicle, for example, accident while intoxicated with personal injury and property damage or jury trial set up by students to simulate actual judicial process

VALUE: SELF-DISCIPLINE — Training and control of one's self and one's conduct

Grade Range: K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Knowing and obeying the rules established by the teacher for the class and for each student	The student will be able to: 1. recognize necessity to complete tasks 2. obey rules without being reminded 3. choose appropriate human behavior 4. respect others' rights/space 5. clean up after self	Have students: 1. make up a story about what would happen if people didn't complete their jobs using examples from the jobs parents of class members do daily 2. receive positive reinforcement for obeying the rules without being reminded, for example, a gold star made of paper and attached with tape to the star student who remembered to obey the rules 3. engage in role playing where students attend an assembly featuring a guest speaker and answer the question "How can self-discipline be used in this situation?" 4. learn to share and take turns 5. discuss litter and trash and consider recycling as an alternative

VALUE: SELF-DISCIPLINE — Training and control of one's self and one's conduct

Grade Range: 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Doing what is right, even when no one is looking	The student will be able to: 1. understand that the needs of the many sometimes outweigh the needs of one 2. understand the concept of delayed gratification 3. complete tasks on time 4. set goals and develop strategies to meet goals	Have students: 1. develop rules and consequences or rewards using the democratic process 2. plant seed and discuss "delayed" product 3. assign chores such as dusting erasers 4. engage in cooperative learning and positive reinforcement from class members to encourage work being completed on time 5. select a personal goal and learn the steps needed to achieve their goal

VALUE: SELF-DISCIPLINE Training and control of one's self and one's conduct

Grade Range: 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Training of one's self for improvement and striving for strength to do what we ought even when we would rather not	The student will be able to: 1. behave in a manner which is consistent with soundly held beliefs 2. understand need to complete intermediate steps to get to final goal 3. obey rules in social settings 4. set priorities	Have students: 1. engage in simulation activities and consider these questions "What would you do if ...?" Is response different with peers than it would be with parents? 2. realize that hours of practice and perseverance in swimming or music lead to team or individual success 3. discuss homework before Nintendo 4. engage in social experiences to practice what they have learned 5. discuss curfews

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VALUE: SELF-DISCIPLINE — Training and control of one's self and one's conduct

Grade Range: 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Training one's self for improvement and striving for strength to do what we ought even when we would rather not	The student will be able to: 1. set goals and develop steps in planning their own career 2. budget time and money 3. understand easiest is not always best 4. operationalize delayed gratification 5. apply beliefs in all social settings	Have students: 1. discuss courses needed for particular careers 2. develop budgets for time and money to enable the students to meet a given goal 3. discuss the price for reaching a goal such as playing piano or running track 4. discuss benefits of a healthy lifestyle 5. engage in simulation activities

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VALUE: TOLERANCE — The capacity for or practice of recognizing and respecting the opinions, practices, or behavior of others

Grade Range: K-2

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Acknowledge that differences in people are natural and enriching and accept and value those differences	The student will be able to: 1. learn about other cultures 2. respect appearance and opinions of others 3. accept behavior of others	Have students: 1. engage in activities featuring games, stories, and food from other cultures 2. make art-paper figures or clippings of multi-cultural groups and place them in live drawn scenes 3. view and discuss stories or videos which demonstrate accepting differences such as Alice in Wonderland where "Bed of Flowers" belittles Alice for being different 4. engage in group projects to accomplish an academic task using cooperative learning techniques, for example, each student makes a contribution in a problem presented to a small group

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VALUE: TOLERANCE — The capacity for or practice of recognizing and respecting the opinions, practices, or behavior of others

Grade Range: 3-5

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Acknowledge that differences in people are natural and enriching and accept and value those differences	The student will be able to: 1. demonstrate respect for the beliefs, life styles, and behaviors of diverse cultural groups 2. interact with people who are different	Have students: 1. conduct plays or role play activities to demonstrate the values of diverse cultures such as those of the early colonists and Indians 2. brainstorm in small groups on making a person of a different culture feel welcome and accepted 3. use cooperative learning techniques where each student makes a contribution in a problem presented to a small group

VALUE: TOLERANCE — The capacity for or practice of recognizing and respecting the opinions, practices, or behavior of others

Grade Range: 6-8

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Accept that differences in people are natural and enriching and accept and value those differences	The student will be able to: 1. determine the relationship between a culture and its symbols 2. interact with people who are different	Have students: 1. compare different life styles, symbols of different religious groups, cultural and/or ethnic differences 2. establish cooperative teams to accomplish academic tasks where students understand that members of a group may play different roles

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VALUE: TOLERANCE — The capacity for or practice of recognizing and respecting the opinions, practices, or behavior of others

Grade Range: 9-12

OPERATIONAL CONCEPT:	OBJECTIVES	ACTIVITIES/IDEAS
Acknowledge that differences in people are natural and enriching and accept and value those differences	The student will be able to: acknowledge differing beliefs, abilities, cultures, and behaviors which conflict with one's own	Have students: 1. simulate and set up role playing activities which allow students to reverse or assume different roles, for example, the Ba Fa - Ba Fa simulation game 2. do research papers on different cultures 3. listen and respond as guest speakers present cultural capsules